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J. Marvin Davis

Everyday Adventures for Intermediates

ON

Pioneer Trails of Christian Living

UNIT H 3

HOW CAN WE WORK FOR PEACE?

JOSEPH B. MATTHEWS



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THE DEPARTMENT OF THE EPWORTH LEAGUE
Board of Education, Methodist Episcopal Church
740 RUSH STREET . . . CHICAGO, ILLINOIS

This unit is being issued for experimental use by the Department of the Epworth League of the Board of Education of the Methodist Episcopal Church. Because it is an experiment, we are very eager to have groups using it report their experiences on the blanks provided for the purpose. After a year of experimental use, this unit will, if it proves to meet the needs of young people, become a part of the program for the Intermediate chapters, known as

Everyday Adventures for Intermediates

ON

Pioneer Trails of Christian Living

W. E. J. GRATZ, Editor

UNIT H 3

HOW CAN WE WORK FOR PEACE?

A New Kind of Treason

Getting Acquainted with the World

That Newspaper Which Comes to Your Home

*It is estimated that a minimum of three weeks' time will
be needed to complete this unit*

Each unit seeks to help Intermediates find their way along some trails of Christian living that lead out from their experiences of every day. Through suggestion for practical discussion and interesting things to do, Intermediates are helped to discover what the Christian adventures are and to find some ways in which they can follow Jesus in making this world the happy, friendly place God's kingdom should be.

The Department of the Epworth League wishes to express its appreciation of the help of Dr. Goodwin B. Watson who has served as consultant on this new program.

NELLIE M. DAY,
Director of Intermediate Work.

Price 15 cents

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I

A NEW KIND OF TREASON

Two American Generals have recently said some things that are of the utmost importance to the modern followers of Jesus Christ.

"The American People can end war *in our time* if they get on the job," declared General John F. O'Ryan, who was the commander of the Twenty-seventh Division, A. E. F. in Belgium and France in 1917-1919, and who was awarded the D. S. M. and British, French and Belgian honors. "Let us *wage* peace . . . I should be a *traitor to my country* if I did not do everything in my power to abolish war," he added, giving us a new definition of treason. Treason not to work for peace! Treason not to abolish war!

"The responsibility is entirely on the *professing Christians* of the United States," said General Tasker H. Bliss, who, in addition to his extensive military experience, was on the American Commission to Negotiate Peace in Paris, 1918-1919. "If another war like the last one should come, they will be responsible for every drop of blood that will be shed and for every dollar wastefully expended."

1. Are we on the job?
2. Are we waging peace?
3. The old way has been to *prepare* for war and *hope* for peace. Which are we likely to get by that method?
4. Must "human nature" be changed before we can end war? Is there any evidence that "human nature" is capable of large-scale coöperation, as well as gigantic conflict?
5. General O'Ryan has said: "In order to breed a race for war the schoolbooks should always laud the warrior. I think, for instance, that I can trace my own military career to Barnes's history, with one particularly inspiring picture of Phil Sheridan

waving his hat and yelling: "Turn, boys, turn! We are going back!"

What was there in this picture that impressed young O'Ryan? If you were writing a history, what things would you emphasize? Is it possible to write a history that could be used in the schools of both France and Germany?

6. How many lives were lost in the World War? How many times the population of your town or city is that figure?

7. It has been figured that the World War cost 186 billion dollars. If this sum were turned into ten-dollar bills (each seven inches long), how far would it reach on the equator?

8. Why did General Bliss say that the responsibility for ending war is on the professing Christians of the United States? Do you agree with him?

II.

GETTING ACQUAINTED WITH THE WORLD

A. Several years ago when I was living among the Malay people of the island of Java, I asked many of my friends of different races (Malay, Chinese, and European) to give me the names of four Americans who came readily to mind when they heard the word America. When I put their answers together, these were the names that led the list:

Charlie Chaplin

Jack Dempsey

Mary Pickford

Woodrow Wilson

1. Would you say that these friends of mine were *well* acquainted with America?

2. In what ways had they learned about America?

3. Can you name four great men of *Chinese* history?

4. Is getting acquainted with other people one way of working for peace? Why?

B. When John learned that *Sun* was the family name of the great Chinese leader *Sun Yat Sen*, and that *Yat Sen* were his given names, he remarked that it was very queer how the Chinese wrote their names *backwards*.

His father reminded him that it was only *backwards* to us, and that our way was *backwards* to the Chinese. "However," he went on to explain, "the Chinese way has some advantages over ours, for whenever we print a telephone directory we have to adopt the Chinese way of giving the family name first." On the teacher's class roll at school the Chinese way was used, for his name appeared as "Martin, John" instead of "John Martin."

John learned that whenever other nations do things in a *different* way, it does not mean always that our way is the better way. Sometimes their way is better; and sometimes their way and our way are simply different.

1. Do you think the world would be more interesting if all nations did every thing the same way?

2. Think of many ways of other peoples that are different from ours:

How do the Chinese row a boat?

How do the Jews write their language?

How do the Eskimos build their houses?

How do the Hindus cover their heads?

How do the Parsees dispose of their dead?

How do the Malays carry a load?

How does one African village communicate with another?

C. Robert was so enthusiastic about Lindbergh's visit to his city that he exclaimed to his mother: "Why are all the great men Americans?" He was probably thinking about Edison, the Wright brothers, Alexander Bell, and perhaps Washington and Lincoln, as well as Lindbergh.

His mother explained to him that America was a very young nation, and that long before it was discovered there were many great men and women in other parts of the world. Many hundreds of years ago the Chinese invented movable type, the lens, and the compass. Not only did China have inventors but also great thinkers.

"What are the names of some of the great men of other countries?" asked Robert.

Here are a few of them. Fill in the second and third columns, and let members of the group give two minute talks on each of these names:

NAME	COUNTRY	ACHIEVEMENT
1. Lao-tze		
2. Asoka		
3. Jeremiah		
4. Zoroaster		
5. Sophocles		
6. Dante		
7. Roger Bacon		
8. Tolstoi		
9. Beethoven		
10. Ibsen		
11. Erasmus		
12. Madame Curie		
13. Ibanez		
14. Gandhi		
15. Ramsay MacDonald		

III.

THAT NEWSPAPER WHICH COMES TO YOUR HOME

One morning I picked up my newspaper (which was printed in the Malay language) and noticed the heading of an article on the front page. The heading was in English, and read:

LIBERTY, FRATERNITY, EQUALITY
a la American!

I think you would never guess what was under that heading. It was the account of the *lynching of four Negroes* in Texas.

The newspaper is not the only way or the best way of getting acquainted with the world, but it is found almost

all over the world to-day ; and every day millions of people in all lands *go to school* to the newspaper. Some of the impressions which they get help toward international understanding and peace ; but some do not.

Take your own newspaper for a week and make a list of the countries mentioned day by day. Describe in a few words the news item relating to each. In a third column make a *plus* or a *minus* sign—plus, if you think the news item will make for better understanding and peace ; minus, if you think it will make for conflict or represents conflict.

Here is a sample taken from to-day's newspaper in my city :

COUNTRY	NEWS ITEM	EFFECT FOR PEACE
1. Nicaragua	U. S. Marines fighting	—
2. Sweden	Rejects communist proposal for Republic	+ —
3. Mexico	100 American editors visit	+
4. Somaliland	Italian governor prohibits use of trousers by natives	—
5. Japan	Influenza epidemic rages (arouses our sympathy)	+
6. Germany	Communist fined for libel	—
7. China	Missionary optimistic	+
8. Labrador	Dr. Grenfell coming to city ; invited by World Friendship Committee of a local college	+
9. Japan	Baseball team touring U. S. this year	+

1. Give the approximate location of each country.
2. Give the approximate population of each country.
3. What products does each country named contribute to the needs of the world?
4. Note which member of your group had the largest number of separate countries on his list of the week.

Harder Than Dying!

Is there anything harder than dying? What do you think about the words of "The Boy in Armor" written by Hermann Hagedorn?

You cried across the worlds, and called us sons!
We came as sons, but what you made of us
Were bleeding shapes upon an altar, slain
To appease your sodden idol where he sits
Muttering dead words and chewing at old bones.

Because you would not think, we had to die!

Weep not for us, but for your own trapped souls.
We died. And there you stand, no step advanced!

Wake, dreaming world! Think, O gray world bewitched!
Out through untraveled spaces where no mind
Has dared to venture, let your sails be spread!
Remember, world, this is the age of wings!
Beyond the clouds the stars are, and the stars
Will not forever vainly wait the aeronaut
Who shall uncover laws to lift men up,
More potent than the laws that drag men down.

Seek them, old men! Young men, go forth and find
them!

We dead keep watch! You shall not sleep nor rest.
We died. And now you others who must live
Shall do a harder thing than dying is—
For you shall *think*! And ghosts shall drive you on!

—Used by permission of the author.

Read carefully the following suggestions:

1. To be a pioneer who blazes new trails in thinking and living.
2. To give a million dollars (if you are rich) to some public institution.
3. To forgive an injury which has been done you.
4. To march away to war.

5. To stand for a thing you believe to be right, even though you are practically alone. Even though you have to go to prison for it.

6. To spend your life, unnoticed by many, in a laboratory, looking for better ways of doing things.

7. To refrain from spreading gossip about another.

Which of these seven things is hardest? Which is easiest? Which is most important in working for peace? Which is most patriotic in your opinion? Give your reason for each answer.

A True—Doubtful—False Exercise

This may be mimeographed and a copy given to each person; or the statements may be written on the black-board, slips of paper may be passed and everyone asked to place after each number, the letter that indicates his belief.

Draw a circle around one of the letters in the margin to indicate your belief about each of the following statements:

(T means True; D means Doubtful; F means False)

1. T D F The United States should have the largest navy in the world.
2. T D F Jesus said: "All they that draw the sword shall perish by the sword."
3. T D F We should build forts along our Canadian border as a measure to prevent war with Canada.
4. T D F The United States has never been in the wrong in a war.
5. T D F The United States spends more money on its army and navy every year than it does on all its schools, high schools, colleges, and universities.
6. T D F The United States should not be a member of the League of Nations.

7. T D F Nations are not under the same moral laws as those to which individual men are subject.
8. T D F The United States should lead the world in outlawing war.
9. T D F A nation that practices good-will is safer than one which has a large army.
10. T D F If there is another World War all the best things in our civilization will be destroyed.

After the class has marked all the statements, there should be a discussion in which the reasons for its beliefs are brought out.

Use these pages to record the vote taken *before* the discussion on the True-Doubtful-False Exercise. After the discussion, take another vote and record it. The leader of the meeting and the counselor may want to note some of the reasons why the second rating of certain statements differed from their first rating. Perhaps this will suggest to you some themes you would like to discuss or some questions about what it means to be a *Christian* citizen.

Report of Boy or Girl Who Led the Meetings

Unit Name and Number.....

This is to be detached, filled out after talking with other boys and girls in the League, but without discussion with the adult counselor. The counselor makes a separate report. This is to be mailed directly to the Director of Intermediate Work, Department of the Epworth League 740 Rush Street, Chicago, Illinois.

1. Which of the questions suggested in the unit, aroused the best discussion?

2. Which of the things to do, were carried out best?

3. What was the poorest part of the material? What part was uninteresting or no good?

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4. Did you find new ways to present this material? What new questions, not printed in the unit, did your group get interested in discussing? Did you find new stories or articles that were helpful? Did you work out new activities, different things to do?

5. Did this unit lead on to some other questions which the League is going to take up next? What ones?

6. In general, how did you like this unit? How could it be made better?

Name and address of person sending in this report:

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Matthews, Joseph B.

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